DOCUMENT RESUME

ED 288 975 CE 047 989

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TITLE Apply for Jobs. Work Skills: Job Search Skills Competency 3.0. Connections. School and Work Transitions.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 87
GRANT G008620030
NOTE 24p.; For related documents, see ED 263 383 and CE 047 979-998.
AVAILABLE FROM National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB04--$15.00; complete Connections set, SP100PR--$350.00).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Choice; Career Education; Competency Based Education; Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; *Employment Potential; Employment Practices; Employment Qualifications; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Secondary Education

ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections' package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers two tasks needed to apply for jobs: filling out applications and presenting the application. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

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Work Skills

Job Search Skills Competency 3

Apply for Jobs

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Connections
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Work Skills

Competency 3.0
Apply for Jobs

A Module in the Job Search Skills Series

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1987

The work presented herein was originally developed by the National Center for Research in Vocational Education pursuant to a grant with the U.S. Department of Labor. Current revisions have been made possible pursuant to a grant with the Office of Vocational and Adult Education (OVAE), U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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Introduction

The Job Search Skills training program is designed to prepare you for each phase of the job search—from the employer contact . . . to the application . . . to the interview . . . to the job.

How Does Job Search Skills Prepare You for the Job Search?

Job Search Skills tells you the exact skills you need to conduct a job search. And it gives you ways to learn, practice, and apply the skills. It also gives you a way to document or prove that you have mastered the skills.

What Is So Special about the Job Search Skills Program?

The Job Search Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need.

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For example, do you have a properly prepared resume? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need. Do you need to spend more time on learning to complete an application? Then do it. You can match this program to meet your needs.

There is another advantage to an individualized program. It allows you to proceed at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

But, don't allow yourself to become lazy! The earlier that you can become competent in these skills, the sooner you can go out and get a job.

What Are the Competencies Necessary For Job Search?

Employers, placement officers, guidance counselors, and personnel directors have helped to identify five major job search competencies. These are:

1.0 Prepare for the Job Search
2.0 Search for Available Jobs
3.0 Apply for Jobs
4.0 Interview for Jobs
5.0 Handle Job Offers

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of these five job search competencies are in five separate modules. This module contains instructions for Competency 3.0: Apply for Jobs. Look at the outline that follows. Find the competency statement. It is listed by whole number. Example:

3.0: Apply for Jobs

3.0: Apply for Jobs

3.01: Fill Out Applications

3.01A. Anticipate Questions

3.01B. Record Information Neatly, Clearly, Completely, and Correctly

3.02: Present the Application

3.02A. Find Out Relevant Facts

3.02B. Seek an Appointment for an Interview

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

3.01: Fill Out Applications
3.02: Present the Application

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

3.01A: Anticipate Questions
3.01B: Record Information Neatly, Clearly, Completely, and Correctly

Read through the outline. Get to know the content areas.

How Should You Begin?

First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way.

Competency 3.0: Apply for Jobs

Task 3.01: Fill Out Applications

Operational Unit 3.01A: **Anticipate Questions**

Next is the performance objective. This objective is a statement. It describes three things:

- The conditions under which you begin your performance:

  Given types of information requested on application forms

- The job-related performance expected of you:

  you will be able to list responses that will be acceptable to employers

- The standards of performance:

  to the satisfaction of the instructor

Next are the steps you must follow to do the unit of work. Example:

Step 1. Identify terms found on application forms.

Following are the procedures you must follow to do the steps. Example:

a. Identify meanings of words used on applications. Do Part 1 of Worksheet 3.01A.
b. Identify meanings of abbreviations. Do Part 2 of Worksheet 3.01A.
c. Identify employment terms. Do Part 3 of Worksheet 3.01A.

Read the information. Follow the instructions. Your instructor has copies of the worksheets. Be sure to fill out your worksheets neatly and

completely. You will refer to them throughout the program.

After you complete all the procedures and steps in a unit, **stop**. Decide how you are doing. Seek help from your instructor if necessary.

Next, rate yourself on the evaluation checklist. Your instructor has copies of the evaluation checklists. Then, show your worksheet and checklist to the instructor. Your instructor will check your work and rate you on the checklist.

This checklist is a helpful tool. It will tell you the sets of skills you have. It will tell your instructor—and prospective employer—the skills you have.

Now, before you begin this module, talk with your counselor. Talk with your instructor. Review your experiences. Are there some competencies you can show now? For example, do you have a properly prepared resume?

Read the evaluation checklists on the operational units. Can you perform the steps? If so, see your instructor. Ask him or her to evaluate you. Then, find out which module to begin. Seek your instructor's advice.

Now, begin to work on a competency you need.

Good luck! Enjoy the Job Search Skills training program. Then get a job!

Task 3.01
Fill Out Applications

Competency 3.0: Apply for Jobs

Task 3.01: Fill Out Applications

Operational Unit 3.01A: Anticipate Questions

Performance Objective: Given types of information requested on application forms, you will be able to list responses that will be acceptable to employers to the satisfaction of the instructor.

Step 1. Identify terms found on application forms.

a. Identify meanings of words used on applications. Do Part 1 of Worksheet 3.01A.
b. Identify meanings of abbreviations. Do Part 2 of Worksheet 3.01A.
c. Identify employment terms. Do Part 3 of Worksheet 3.01A.

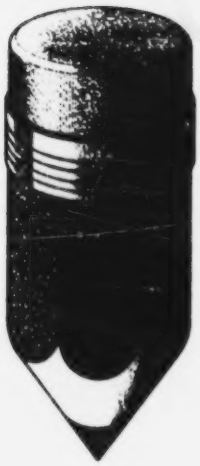
Step 2. Prepare a list of facts. An application is really a list of facts. It tells the employer facts about you.

a. Assemble facts about yourself. Get your record sheets, Worksheets 1.02A-1.02H. Find the following facts:
   - Personal Data (Worksheet 1.02A)
     —Name
     —Social Security number
     —Address
     —Telephone numbers
     —Date and place of birth
     —Citizenship
     —Emergency contact: person's name, address, relationship, and phone
     —Physician: name, phone, address
   - Position desired (Worksheet 1.02B)
   - Education and training information (Worksheet 1.02C)

- Skills (Worksheet 1.02D)
- Work experience (Worksheet 1.02E)
- Volunteer experience (Worksheet 1.02F)
- Special credits and involvements (Worksheet 1.02G)
- References (Worksheet 1.02H)

b. Make sure the facts are correct. Check your spelling. Use a dictionary.

Step 3. Prepare to deal with facts that may keep you from getting hired. (Read Part 4 of Worksheet 3.01A.)



a. Select a way to list occupations of parents. Do Part 5 of Worksheet 3.01A.
b. Select a way to list hospital or medical treatment. Do Part 6 of Worksheet 3.01A.
c. Mention disabilities only in the interview. See Part 7 of Worksheet 3.01A.
d. Select a way to mention crimes or convictions. Do Part 8 of Worksheet 3.01A.
e. Select a way to show employers what form of transportation is available to you. Do Part 9 of Worksheet 3.01A.

Step 4. Prepare to state opinions.

a. Identify ways to answer questions like this: "Are you in good health?" Do Part 10 of Worksheet 3.01A.
b. Identify ways to answer this: "Have you had any mental disorders?" Do Part 11 of Worksheet 3.01A.

Step 5. Prepare to give personal choices.

a. Identify the date you can begin work. Do Part 12 of Worksheet 3.01A.
b. Identify the salary you would accept. Do Part 13 of Worksheet 3.01A.

Step 6. Decide if you want to list expected salary. Do Part 14 of Worksheet 3.01A.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to the instructor for evaluation. Your instructor will check your work . . . and advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Competency 3.0: Apply for Jobs

Task 3.01: Fill Out Applications

Operational Unit 3.01B: Record Information Neatly, Clearly, Completely, and Correctly

Performance Objective: Given application forms, you will be able to fill out the applications to the satisfaction of the instructor.

Step 1. Get the applications.

a. Look at Worksheet 3.01B.
b. Find the two different applications.

Step 2. Read instructions carefully. They are different on each application.

a. Watch for *Do Not Write in This Space*. Follow that rule.
b. Take your time. Make sure you understand what to do.
c. Ask questions if directions are not clear.

Step 3. Use your record sheets. Don't rely on memory.

a. Get the record sheets from Operational Units 1.02A-1.02H.
b. Get the information from Operational Unit 3.01A.

Step 4. Print with a pen.

a. Think what you will say. Then print it.
b. Print neatly. Do not switch colors of ink.
c. Neatly draw lines through mistakes.

d. Ask for another application if you mess one up. Make sure your application looks nice. It is a reflection of you.

Step 5. Spell correctly.

a. Refer to your record sheets. Refer to the spellings on these sheets. They should be correct.
b. Use words you *can* spell.

Step 6. Answer all questions.

a. If a question does not apply to you, write N/A (not applicable). Or make a dash. This shows you don't have a response, but that you read the item.
b. Be consistent. Always use N/A. Or always use a dash.
c. Leave the space blank if you wish. Don't give information that could cause a negative response. Employers will wonder about blank spaces. But they will ask you in the interview.
d. Make sure it is legal to leave spaces blank. Laws may differ from state to state. Ask your instructor for advice.

Step 7. Sign the statement of authorization.

a. Know what this statement does. It gives employers permission to check your facts. You must sign this statement.
b. Use your full name. Write your first name, middle initial, and last name. Do it in this order.

Step 8. Read the completed application.

a. Make sure your answers are complete.
b. Make sure the information is correct. Make sure the spelling is correct.
c. Make sure your answers will be clear to the employer. Avoid confusion.
d. Make sure your application looks neat.

Step 9. Take steps to improve this aspect of job search.

a. Meet with a group of participants.
b. Discuss what happened. Were you able to complete the application? Why? Why not? What questions gave you trouble?
c. Find ways to improve your applications. Get advice from your instructor and other participants. List steps you will take to improve.
d. Meet again after you apply for jobs. Try to improve each time.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to the instructor for evaluation. Your instructor will check your applications . . . and advise you, if necessary.

Rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Task 3.02
Present the Application

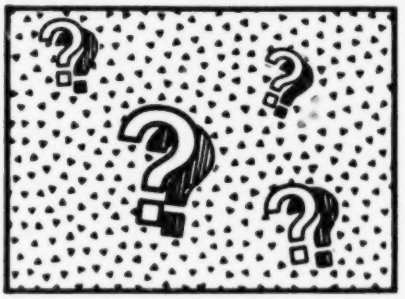
Competency 3.0:	Apply for Jobs
Task 3.02:	Present the Application
Operational Unit 3.02A:	**Find Out Relevant Facts**
Performance Objective:	Given a completed application, you will be able to find out facts that will help you obtain an interview to the satisfaction of the instructor.

Step 1. Find out about required employment tests.

a. Find out which tests you must take.
b. Find out when you must take the tests.

Step 2. Find out how long your application will remain on file.

a. Make a note of this date.
b. File another application if you are still seeking work after that date.



Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, see the instructor. Your instructor will check your progress . . . and advise you, if necessary.

Next, rate yourself on the evaluation checklist. Ask your instructor to rate you also.

Competency 3.0: Apply for Jobs

Task 3.02: Present the Application

Operational Unit 3.02B: Seek an Appointment for an Interview

Performance Objective: Given a completed application, you will remain in contact with the employer until you have secured an interview to the satisfaction of the instructor.

Step 1. Hand the application to the personnel manager (or hand it to whoever should receive it).

a. Personally give the application to the individual.
b. Attach a copy of your resume to the application.

Step 2. Find out when you can come in for an interview.

a. Be positive. Ask if you may schedule an interview.
b. Ask for the name of the person who will interview you.

Step 3. Make return visits and calls.

a. Identify yourself and tell why you are calling.
b. Remind the personnel manager that your application is on file.

Step 4. Analyze your follow-up approach.

a. Meet with a group of students.
b. Discuss your rate of success. Discuss reasons why you have or have not been successful.
c. Ask your instructor to advise you and to provide speakers who can advise you. For

example, personnel officers could offer additional suggestions to you and other students.

d. Meet regularly to discuss your progress.

Now . . .

Are you in doubt about any part of this unit? If so, seek help from your instructor. Repeat this unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then see your instructor. Discuss your progress. Your instructor will rate you and advise you, if necessary.

Continue to use the evaluation checklist to rate yourself after you make each contact.

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